

ATHLETIC JOURNAL

VOL. 5, No. 9

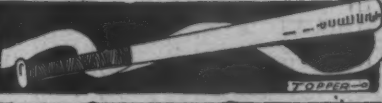
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ATHLETIC JOURNAL

*A Professional Magazine
for the Coaches of the Country*

John L. Griffith, Editor

VOLUME V

MAY, 1925

NUMBER 9

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Entered as second-class matter September 21, 1923, at the Postoffice at Chicago, Illinois, under the Act of March 3, 1879.

Published monthly except July and August by the Athletic Journal
Publishing Company, 6926 Glenwood Avenue, Chicago, Illinois

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ATHLETIC JOURNAL

VOL. V

CHICAGO, ILLINOIS

No. 9

DISCUS THROWING

BY

THOMAS J. LIEB,

Holder of World's Record; Assistant Coach, University of Notre Dame,
Notre Dame, Indiana

Mr. Lieb was graduated from the University of Notre Dame with the degree of Bachelor of Science. He played football at Notre Dame in 1921 and 1922, but was not able to play his last year because of a serious injury. He won the discus throw in the Western Conference and in the National Collegiate Athletic Association meets in 1922 and 1923 and won third place in the discus throw in the Olympic Games this year in Paris.

—EDITOR'S NOTE.

The old time Grecian event, discus throwing, has attracted considerable attention the last few years. College athletes have taken great interest in this event and, as a result, their own ability and competition in general in discus throwing has improved wonderfully. It is true we had great discus throwers ten or fifteen years ago, but they were few in number compared to the entries in the event today. Even as late as the year 1920 there were but few good discus throwers in competition. As a proof of that, one member of the Olympic team of that year qualified with a throw of less than one hundred and thirty feet; this past year the last man to qualify, threw one hundred and forty-three feet. Furthermore, let me add that this last year, there were a dozen other athletes who threw further than one hundred and thirty feet in the tryouts.

With the competition becoming more keen each year, discus throwing has become specialized and men are giving their full time to this one event. To pick out any one man and to say that he is an ideal type for a discus thrower is a difficult and uncertain task. There are a few points,

however, that may be laid down as a guide. The discus thrower must, first, of all, be a man of patience. By that I mean one who is not easily discouraged, trying day after day to perfect his actions, as it is very hard to learn to throw a discus in the proper manner. Physically he should be fairly tall of stature and well developed above the waist. A large hand, long arm and strong back muscles are essential. I think the tall man has an advantage in that he already has an elevation of possibly a foot or more for his throws. A large hand not only affords a proper grip of the discus, but also aids greatly in guiding the discus so that it starts correctly and prevents slips or bad throws. The points in favor of the long arm are easily seen. The longer the arm, the larger will be the circle that the discus will travel through in making the turns before the throw, and, as a result, the greater will be the centrifugal force developed. A strong, well-muscled back that is easily rotated at the waist is another physical necessity. I claim the discus is thrown by the body and not entirely by the arm. The greatest source of power in discus

throwing comes from a powerful, snappy rotation of the trunk, the arm and hand supporting the discus swinging like a stone on a string. A man that is tight in the waist or lacks this waist snap, so essential, is severely handicapped, no matter how good or powerful his arm may be. With this physical makeup, the discus thrower must have agility. He must be quick on his feet, possess co-ordination of hand and foot, and, most important of all, he cannot be phlegmatic. He should be slightly excitable in competition, though not nervous. He should possess that type of temperament that will tone up in competition.

As for training rules for discus throwers, I might mention here a few points to be observed. The discus thrower should eat regularly the food to which he is accustomed, and on the day of the

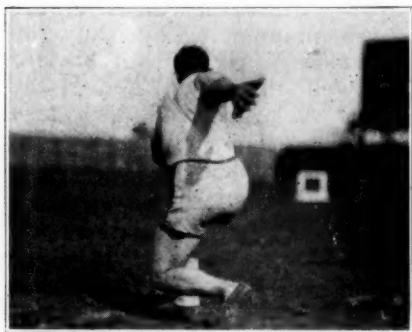


Illustration 1

The above picture of Lieb shows him facing the back of the circle at the moment of starting his first turn.

meet, he should have a good steak at least three hours before his competition, but should eat nothing immediately before competing. His early season exercises, if confined to a gymnasium, should be with wall pulleys with light weights, the action always being in a throwing or pushing manner away from the body. He should not work with heavy

dumb-bells or lift them. My reason for this statement is that throwing muscles should be long and elastic and not the short bulging ones of the lifting type. In addition to work on the wall-pulleys a very simple exercise,



Illustration 2

The Start of the Pivot. Note that the discus is dragged and is not ahead of the body.

viz., rotating the trunk at the waist by means of swinging the arms parallel to the floor as far to the right and to the left as possible without moving the feet is recommended. The latter exercise, if done in a relaxed manner will aid greatly in developing the back and chest muscles used in throwing. It will also loosen up the tight-waisted individuals. A training rule that applies to discus throwing as well as to a great many events is that the athlete should conserve his energy for the test or competition. In other words, he should not over-work his arm in practice. A dozen throws each workout is plenty. He should not work hard during the week. He should save his best throws for the meet.

A discus thrower must not play baseball nor throw the javelin, as the movements used in these sports call for a too violent snap action for the arm; such action being contrary to the discus motion detracts from the develop-

ment for that purpose, and uses up too much energy. However, the discus thrower may put the shot without serious damage to his throwing ability as the shot putting motion involves a powerful, snappy rotation at the waist, and the arm action is not such a violent, jerky motion.

In taking up the actual throwing, we must first consider the method of holding the discus in the hand. The grip on the discus that I use and recommend is one in which the fingers are spread apart. The discus is held chiefly with the little finger, less with the third and second fingers and the index finger rests just over



Illustration 3

The Pivot. The figure of the athlete is still crouched and his muscles are relaxed.

the edge. All of the fingers of the hand should be behind a line drawn through the center of the discus. The thumb being extended should touch on the wood, midway between the outer rim and the center plate. My reason for this type of grip is that the greatest driving power and follow through value can be derived by having the fingers well to the rear of the discus. The reason for gripping the discus with the little finger is to safeguard against slipping on a wet day and to apply the spin or rotary motion to the discus while in the air.

In learning to throw, it is best

to practice the finishing throw without the steps or revolution, using only the rotation at the waist with the arm extended and the whip at the end. The aim should be for co-ordination of body and arm, and the proper elevation, spin and sail of the discus. These fundamentals must be perfected before the thrower attempts any further study of technique. Two very important fundamentals that are difficult to master are the proper elevation and sail of the discus. If the thrower will try to have the discus rise on such a plane that he can just see the front or forward rim, he will be aided in securing proper elevation. He should have the maximum height at a distance of a hundred feet or more. A good height in the throw at the hundred-foot mark is thirty feet. The proper sail of the discus is one in which there is a fast and smooth revolving motion without fluttering in the elevation described.

With the finishing throw perfected, the thrower might then attempt to cross the circle with the revolution or turn. In starting the turn, I recommend that the right-handed thrower place his right foot near the rear of the circle and his left foot just half the length of his shoe forward



Illustration 4

Note how the discus is held—fingers well spread and the back of the hand arched.

and to the left about twenty inches, facing at a right angle to the right of the spot to which he intends to throw. Then after a series of easy preliminary swings of the arm and waist, he throws his right arm with the discus back as far as possible, coiling at the waist and bending downward some at both knees. The left arm extended is carried on a straight line with the two shoulders. *The discus is not turned over*, but held parallel to the ground, kept in this position by the grip of the fingers and especially by the centrifugal force. When the discus is back as far as the waist and arm rotation will permit, and the muscles are all coiled somewhat, the rotation to the left begins. The pivot is made

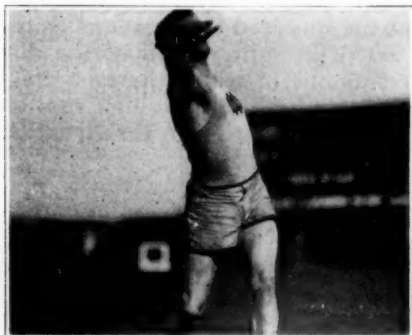


Illustration 5

The Start of the Throw. The body turns with the arm and the athlete rises from his crouch position.

on the ball of the left foot then on the ball of the right. I suggest as a guide or rule for the thrower to see if he is placing his feet correctly in making the turn, that he draw or scratch a straight line from the position of the center of the right foot (starting position) directly across the circle in the throwing direction. Then in making his turn both feet should cross the line in order that he may get the most efficient throw. The first part of the revolution in the turn is done

slowly, the discus well behind the body, the body bent slightly forward. Then when he starts to



Illustration 6

The left arm is used in swinging the body around in executing the throw.

pivot on the right foot and starts the second revolution his rotary speed is increased till the final whip and throw which is at the greatest velocity. After he has both feet well on the ground and after making the turn, his body still coiled, arm extended, together with the centrifugal force he has developed, he is ready for the greatest effort, the final throw. The motions now are as follows, rapid rotation of the trunk at the waist, lift and pull forward with the arm, straightening of the body beginning with the drive off the right leg which from the start of the travel has been bent, then the final last arm throw and wrist snap, the left arm being whipped backward hard as the right comes forward. The final throw starts almost at the ground, the discus always being parallel to the ground, though traveling forward and upward. It is very important to get the proper arm motion on the turns. The arms travel in a wave-like motion, the discus rising on the forward part of the turn and being lowest at the rear and start of the turn.

Co-ordination of arm and foot action is absolutely essential and

the hardest part of discus throwing to perfect. The proper timing of the thrower's speed in the ring, when to throw, when to straighten up, and the elevation at which to throw—these are the most difficult tasks to master.

There has been considerable disagreement among coaches as

me follow the throw a bit further and aided greatly in maintaining my balance and in preventing fouling.

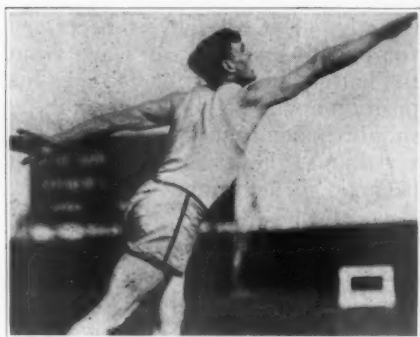


Illustration 7

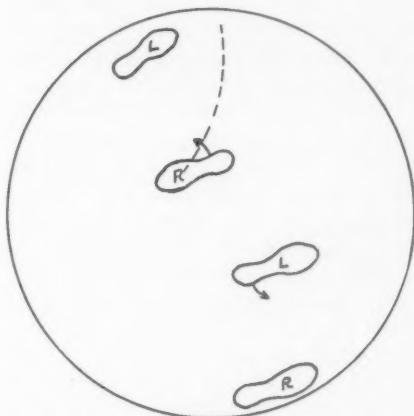
Note that Lieb does not reverse but drags his right foot.

to whether a discus thrower should reverse his feet or not in his final throw. Personally I could never see a great advantage in the reverse as with it, the throw is always made with one foot off the ground and, in many cases, both feet. The final throw calls for the maximum amount of energy, hence the thrower must have good contact with the ground and must drive from both feet. The reverse may be an advantage for a small man but after studying the great throwers of the past who were, as a rule, fairly large men, we find that Philbrook, Duncan, Mucks and the three great men from Finland—Taipale, Nicklander and Nitty-maa, did not use the reverse as taught today. In the finish I do recommend that the thrower follow through as far as possible, keeping his left foot in place and after the throw, dragging his right toe in an arc to the right. This last motion I used, as it let



Illustration 8

The Follow Through. Although Lieb does not reverse, note that he follows the throw with his eye and arm and obtains the maximum reach.



Foot Work in the Discus Throw

After studying the actions and styles of a great many throwers I devised my own form, keeping in mind two points, namely, the elimination of unnecessary actions, and the combining of only efficient and consistent actions. I feel that my form has been consistent, especially this last year, when in nine meets I averaged one hundred and fifty feet under various unfavorable weather conditions, my final meet netting me the world's record.

"SIZING UP" THE BATTER

BY

RAY L. FISHER

Baseball Coach, University of Michigan

Mr. Fisher graduated from Middlebury College, where he was an all around athlete and varsity pitcher. From 1909 until he entered the service in 1918, he pitched for the New York Americans. After his discharge, he pitched for the Cincinnati Reds. His teams won the Conference Baseball Championship in 1923 and 1924.—Editor's Note



Ray L. Fisher

Any discussion of pitching must, of necessity, begin with control. No other phase of the game has any meaning until this fundamental has been mastered. And by control I do not mean merely the ability to throw the ball over the plate, but rather, the ability to pitch inside or outside, high or low—in short, to hit a dime, as the saying goes.

To a great many pitchers, the catcher's signal means merely that he is to throw a curve, a fast ball or to use a change of pace. These pitchers get their signal, then content themselves with putting as much "stuff" on the ball as they can. But, as a matter of fact, what they put on the ball isn't nearly so important as where they put it. It is the capacity to know where to pitch and the ability to pitch it there, that constitutes the difference between "pitchers" and "throwers." One *throws* mechanically. One *pitches* intelligently.

To be sure, the boy who has a little extra speed can usually "push them by" in high school competition where the batters are not, as a rule, very well trained, but when he gets to college he needs more than speed. When working against well coached batters, a man must use judgment with every pitch.

There are certain things a pitcher should know about every batter before he can pitch to him intel-

ligently. But all that is necessary for him to know he can learn from the batter himself after he takes his position at the plate. In general, he should make four fundamental observations. He should observe each batsman to determine:

1. His position at the plate.
2. His grip on the bat.
3. His stride in hitting, and
4. The nature of his swing.

In watching the position a batter takes, it is essential for the pitcher to observe not only his distance from the plate but also whether he is in the rear or in front of the batter's box. The man who stands close, unless he chokes his bat considerably, will naturally have trouble with inside balls, while the one who stands away will be bothered in most cases with outside balls. A batter who stands well away from the plate will frequently swing at bad balls that are inside and high when he is "in a hole"—that is, when he has two strikes. The batter who "stands away" does so to avoid the fast ones in close but when he gets "in a hole," he will usually lose his confidence and swing at these bad balls.

The batter who chokes his bat is invariably poor on outside curve balls, but can usually hit all inside balls hard as he meets them out in front. The man who does not "choke" the bat unless he is big and strong—has a hard time hitting the ball out in front. In such cases a pitcher can get many close ones by him.

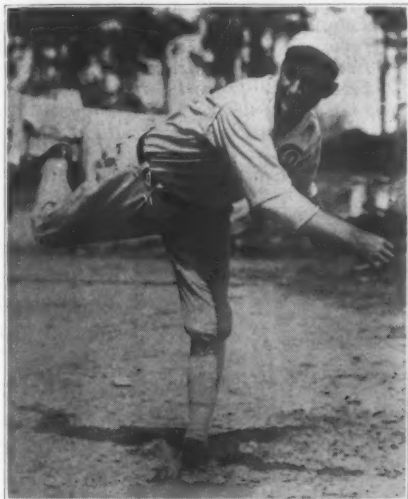
As soon as a batter hits at a ball, the pitcher should know where he

stepped. That is, he should know whether he "pulled" or "stepped in." A man that "pulls" ought to cause a pitcher very little worry. He can throw almost anywhere, except through the middle, to such a batter and will usually "get by." A pitcher is almost always safe in working on the inside, either with a curve or fast one, when a man who steps in is at bat.

The batter that is hard to pitch to, is the one who steps straight ahead. He is apt to hit either close ones or wide ones. When working against such a batter the pitcher must look further for his cue.

Nearly every batter, while standing at the plate, takes a few preliminary swings before he is pitched to and nearly always he will swing his bat through his own particular "alley." In other words, he swings his bat where he would like to have the ball pitched. In this way he unconsciously tells the pitcher—provided the pitcher is "smart" enough to read the signs—just what he (the pitcher) wants to know. If a batter swings his bat low in a golf-

like stroke, a pitcher should know, at once, that he is pretty apt to have trouble with the high ones. Other batters never let their bats drop lower than their waists when making practice swings. These men invariably have trouble with low balls.



P & A

Note the position of a pitcher who has followed through after he delivered the ball.



P & A

An example of a pitcher getting his leg and hip into his body motion.

A pitcher should always try to determine in advance when a batter is likely to bunt. Usually the location of men on the bases, the number of outs, the score, and other factors in the game will pretty well determine whether or not a bunt should be expected. However, if in doubt and a real good batter is up, it sometimes pays to waste a ball to find out the batter's intention.

As previously stated, none of these observations in sizing up the batter mean anything until a pitcher has mastered his control. Obviously, it could do a pitcher little good to know that a batter was weak against high balls on the inside if, when he tried to throw them there, they cut the middle of the plate, waist high. But if a pitcher can put them where he wants them, he can certainly get a great deal of

(Continued on page 45)

A FEW POINTS ON CATCHING BY A BIG LEAGUER

BY

ARTHUR E. WILSON

Arthur E. Wilson began playing baseball with the James Millikin University team in 1904. The following year he played on the Mattoon, Illinois, team and in 1906 went to Bloomington, Illinois, in the Three Eye League. He was purchased by the New York Giants in 1908 and remained with them until 1914 when he became a member of the Chicago Federal League team. After two years of playing with this team he became the property of the Chicago Cubs. In 1918 Mr. Wilson was sold to Boston, where he played until 1921. In that year he went to Columbus of the American Association. He became manager of the Pittsfield Club of the Eastern League in 1923 and at the end of that season entered business in Chicago.—EDITOR'S NOTE.



The catcher besides having the necessary physical qualifications of a man who can receive and throw must further instill into his mates the fight and pepper that goes

to make a winning team. He is the focus of all eyes, so he should keep the other players hustling. Hartnett of the Cubs is a good example of a catcher who has this particular quality; to see the Cubs work with him as a whip is indeed a treat.

A young catcher may think that it is necessary for him to work with his feet wide apart so as to be braced for the pitch, but it is much better for him to work with his feet as close together as possible and still be set so as to receive the ball. There is but little time for him to adjust himself and be in a position to throw, so good balance is essential in correct throwing. His hands must

be considered also, as he can, by little effort and practice, learn to receive with his hands either up or down, according to the pitch; then, if there is a foul ball his fingers will be brushed aside. He will thus avoid the possibility of receiving a serious injury by having the ball strike the ends of his fingers.

Catching is said to be, and no doubt is, the hardest position on a baseball team. Therefore, it requires on the part of the player more poise, thought and foresight than any other position. The fact that the catcher is the only player on the team who has all the other players facing him puts him in a position to see all that is going on. It is his duty, then, to see that each man is in the proper place for the particular man at bat. One man out of position at a critical time may be directly responsible for the loss of the game.

A catcher should make a careful study of the attack of the opponents including the particular kind of a ball each opponent hits with the greatest degree of success, to what field he hits hardest, his ability to bunt, and his speed, once he is on the bases. The catcher must work in harmony with his pitcher and be ready to coach him at all times regarding the weakness of each hitter; he

(Continued on page 46)

WHY ATHLETICS?

By JOHN L. GRIFFITH

The Journal has recently been privileged to present to its readers the three splendid articles by Dr. Kennedy, Dr. Belting and Fielding H. Yost, which deal with the modern idea of athletics. The Journal is convinced that educators are for the most part accepting the idea that athletics have a place in the school and college program and the majority are concerned with methods of developing and improving athletics. Athletics, of course, is a general term. It applies both to the loosely organized and the highly organized games. There are but few who object to the loosely organized athletics and there are each year fewer and fewer persons who object to our highly organized contests to the extent that they recommend that intercollegiate athletics be abolished. However, there are enough objections raised from time to time to challenge the thought and support of those who believe that athletics are worth while and should be encouraged.

When speaking of athletics it is not necessary to explain that the virtues are to be found only in athletics properly administered. In other words, athletics are not moral any more than books or science. It depends upon the character of the books, upon the use that is made of the knowledge of science and upon the ideals that are taught through the medium of games. Most of the objectors have adopted catch phrases that are misleading. Doubtless not many of them would recommend the conclusions that may be inferred from their more or less startling statements. However, they leave us in the dark as to their real meaning. Among some of these familiar catch phrases are the following:

1. "THE TAIL WAGS THE DOG." Of course, what is meant

by this is the athletic interests of the college over-shadow the scholastic interests. While it is not stated, the person who uses this expression leaves us to infer that we would help the animal by cutting off his tail. Some would cut off an inch, some three or four inches and some the whole appendage. Possibly we would accomplish better results by devoting time and thought to the question of what we can do for the dog. All of us who believe in our educational institutions will agree that the future of our civilization depends upon education. I am sure that all will agree that educators are underpaid and that more should be done to advance educational interests than is being done. However, we will accomplish more by presenting the needs of those departments of the educational program that are not progressing rather than by attacking those phases of education that are meeting with popular favor.

2. "THE STUDENTS AND ALUMNI ARE MORE ENTHUSIASTIC OVER FOOTBALL THAN THEY ARE OVER THE CLASSICS." Every once in a while someone makes the startling discovery that our alumni and students shout louder over athletic achievement than they do over intellectual accomplishment. These people, however, are twenty-four hundred years behind the times because Isocrates found that the Greeks in his time accorded greater prizes to the athletes than to the scholars. In other words, human nature probably has not changed very much in the last three thousand years and it is not clear that it would be a good thing for society if we were to lose our admiration for the primal qualities which have always characterized the human animal. God gave

us legs and arms and hearts as well as minds and probably he intended us to use them. In our modern life today, however, we do not have much chance to use them in an unrestricted manner except when we take part in our various games. The men who startle us frequently by lamenting the fact that we are still interested in the fundamentals as exemplified in our athletic games are wrong if they believe that they can create more interest in art and science by abolishing intercollegiate athletics. In passing it is interesting to conjecture why it is that the newspapers will give so much space to a professor who announces that he does not like football. The answer probably is this. Namely, we as Americans quite unanimously believe in and support our American institutions and when someone is found who voices his disbelief in these institutions we look at him in amazement and chronicle his disbelief in large type in our papers. Bill Haywood's name is known throughout America not for the work that he has accomplished but because he said that he did not like the American institution of government. Of course, if a great many college professors made speeches and stated that they did not approve of football the papers would not carry the reports because this would not be news.

3. "CREAM WILL RISE TO THE TOP." This is another favorite expression that is used by those who believe so thoroughly in the principles of democracy that they would discourage the development of stars. The word "star" itself indicates aristocracy. Possibly this philosophy of society is correct. Leading minds of today are not in accord on this question as to whether or not mediocrity should be our aim instead of superiority. Whatever our opinions, however, we may assume that educators believe in the principle of the aristocracy of learning because the freshmen who do in-

ferior work are dropped from school usually at the end of the first semester and at most of our colleges provision is made for dropping a student at any time during his college career when he fails to measure up to the scholastic ideals of his institution. On the other hand each student is urged to major in some subject with the thought that he may achieve superiority along some definite line. If he does he is given various academic rewards. In many of our large universities the head professors do not come in contact with the underclassmen but devote their time to the instruction of upper classmen and graduate students. In other words, it is considered pedagogically sound to favor those of superior achievements and to eliminate the inferior students. It is not clear that we should neglect the cream and concern ourselves only with skim milk.

4. "BIG STADIA ARE BEING ERECTED TO ACCOMMODATE THE MULTITUDE INTERESTED IN FOOTBALL WHILE THE ALUMNI AND PUBLIC DO NOT ASSEMBLE TO SING THE PRAISES OF THE RESEARCH STUDENTS." Those who make this charge possibly do not intend to mis-state facts but they at least by innuendo suggest that our college trustees spend millions of dollars of tax monies to build the stadia and to hire the coaches. Nothing could be farther from the facts. Athletics in most of our colleges are self-supporting and comparatively little money is taken from the university funds and applied to athletics. In fact, in many of our institutions the athletic department finances all of the activities of the physical education department. In the second place, while it is more or less popular here in America to view with alarm anything that succeeds, yet after all we probably have not reached the point where as a people we are ready to condemn any enterprise because it

meets with popular favor or has yielded a profit just so long as the money is honestly obtained and the profits are wisely expended. Russia has been trying the experiment of limiting competition and of discouraging enterprise. If we apply the Russian doctrine to athletics perhaps we will next apply it to big business.

5. "IT IS IMPOSSIBLE TO HAVE BOTH HIGHLY ORGANIZED AND INTRAMURAL ATHLETICS." Frequently men who believe in the health program or in formal work or in intramural athletics attempt to create interest in the things which appeal especially to them by attacking intercollegiate athletics. Every coach who has the proper conception of his duties must believe in the principle of the greatest good to the greatest number, but yet it is not clear that he can put over a health education program solely by abolishing interinstitutional games. It is possible to have both. In some of our institutions, notably West Point and the University of Illinois, intercollegiate athletics are fostered and at the same time every man in the university is required to participate in the various athletic activities. There is no question but that we should all be concerned with the problem of how we can get every man into some physical education activity or another but it may be repeated that this can not be accomplished by abolishing the highly organized games.

6. "NEWSPAPERS DEVOTE MORE SPACE TO EXTRAMURAL THAN TO INTRAMURAL ATHLETICS." What if they do? That is hardly sufficient ground for attacking the latter. If our intercollegiate games are demoralizing, if the conduct of the players is unsportsmanlike, if the stories of athletic games are unwholesome, then we might view with alarm the tendency of the papers to devote so much space to

sports. The fact is that the sport page is the cleanest page in the paper and certainly no one will debase his morals by reading that "Red" Grange made several touchdowns in the game, that Wichita High School won the National Interscholastic Basketball Tournament or that Charlie Paddock broke another record in track.

The philosophy of the athletic field affects in a large measure the philosophy of our life today. Through the medium of our games we learn to play the games according to the rules, to believe in fair play, to be courteous to opponents, generous as victors and uncomplaining as losers. If the behavioristic school of psychologists is right the function of education is to improve human nature. Every coach has the opportunity of using the athletic games as a medium for character training. Most of them are doing a good job.

7. "TOO FEW STUDENTS BENEFITTED." "Too few students benefit from intercollegiate football despite the disproportionate amount invested in it." This seems like a startling indictment of college athletics at first blush. However, it is not so serious when the facts are considered. In the first place, certainly not much would be accomplished by lessening the drawing powers of intercollegiate football because that would be the same as killing the goose that lays the golden egg. In the second place, doubtless many of our college athletic directors *do* spend public money carelessly, but their budgets of receipts and expenditures are for the most part open to the public and no one as yet has taken the time to analyze these budgets and to point out wherein these athletic directors could effect a saving. The fact is that the profits of the football season are not squandered so ex-

(Continued on page 45)

ATHLETIC JOURNAL

Published by

THE ATHLETIC JOURNAL PUBLISHING CO.

John L. Griffith, Editor

COMPETITION

Many of the people who are disturbed these days because of the popularity of competitive athletics advance various reasons for their fears, but underlying them all may be found some questionings relative to strenuous competition. Life is made up of a series of competitions. As soon as a boy is old enough to talk and walk he competes with the other children in the family for the attention and favor of his parents. When he is a little older he competes with the other kids of his own age in stunts, fighting, running and throwing. When he enters the grade school he competes with the other children for the honor of passing the water, standing at the head of the class or leading the march. In high school he competes for the privilege of staying in his class, for the privilege of serving on the board of student publications, of appearing in the school play and of being on the honor roll. His first year in college he has very serious competition with the other members of his class for scholastic standing. All of the starters in the freshman race, it may be assumed, strive for the same goal. At the end of the first semester a small number will be rated as superior students, the great majority will be rated average and those who trail in last will be marked, "inspected and condemned." Many thousands of college students who fail in scholastic competition are dropped out of school at the end of the first semester. After graduation if he enters the field of business he finds, whether he wills it or not, that he is in direct competition with others in the same line of business endeavor. If he is a lawyer he must compete with the other lawyers in trying to secure favorable jury or judicial decisions.

Athletics, of course, are highly competitive but this should not condemn them. Our consideration should rather be whether or not the competitions bring out the best that are in the competitors. Are athletic competitions conducted with a spirit of courtesy, with an appreciation of the principle of fair play and with respect for the rules of the game? These same tests might be applied to other competitions of life. Who shall say that the codes that govern athletic competitions are not on the whole more binding on the players and are not more wholesomely respected than those that apply to the rest of life's competitions?

What we need is not to lessen the spirit of competition, but to place more emphasis upon the manner in which men compete. All of the folderol that has been written about our coaches and athletes trying too hard to win is misleading because it places the emphasis on the wrong place and the wrong thing. In athletics it has been demonstrated that men can compete to the limit of their capabilities with titles at stake and still observe the niceties of competition.

Many of the ladies of both sexes are preaching a doctrine in

athletics which if carried out would develop men of weak and insipid character. What we need is more of the strenuous life, more of the rugged sports, more of the idea that a man should do his best in athletics and in everything else. Some day we will condemn only the man who cheats as a competitor and not the one who having paid the price for victory claims the victor's prize.

ATHLETICS FOR ALL

So much has been said in recent years in favor of the idea of athletics for all, so little has been said against it and so many colleges and high schools are putting the plan into operation, that it may be assumed that we are almost unanimously in favor of a program which will give all of the boys in the schools and colleges athletic training. Some have been more enthusiastic in trying to sell this idea than others, yet it may be stated without fear of controversy that probably no coach or athletic director is opposed to the plan.

There are two distinct ideas, however, regarding the best means of promoting a universal athletic program. One of the schools of thought is represented by certain gentlemen who have been through all the years unselfish, altruistic and honest in their opinions. These men have for the most part held the opinion that athletics should not be included as part of the physical education program. They have regretted the fact that American college students, college alumni and the public were more enthusiastic over the competitive games than over the other physical education activities. They have done some excellent work in showing the need of physical examinations, of corrective gymnastics and in promoting intramural athletics. They have consistently and honestly, according to their opinions, advocated the curtailment of the intercollegiate program and the development of the required work and intramural athletics. No one can quarrel with them because of their objectives. There is room for doubt, however, as to whether or not they have been as successful as they deserved to be in bringing about the things that they desired.

On the other hand there are certain outstanding men in the physical education world today who have always believed in intercollegiate athletics and have devoted a great deal of their lives to the work of developing, improving and safeguarding these extra curricular activities. These men have held that intercollegiate athletics was a part or should be a part of the physical education program and they have administered intercollegiate athletics as well as the required work and intramural athletics. The University of Illinois provides an illustration of this type of development. Mr. George Huff, who has been Director of Physical Education at this university for a quarter of a century and who has served until recently as baseball coach of the Illinois teams, has developed a splendid program of intercollegiate athletics. He believes that athletics have a place in the educational work of the university and considers that athletic coaching offers a field for service and that athletic coaching is an honorable profession. He has built an immense Memorial Stadium and his football teams each fall play before several hundred thousand spectators. He has not, however, neglected the masses and, in fact, has in operation a plan at Illinois which requires that every male student entering that university must take part in the physical

education activities (which are quite largely athletic in nature) at least twice a week for the four undergraduate years. Here then is an illustration of a large and prominent university that has very efficiently developed an intercollegiate program and at the same time has enrolled one hundred per cent of its men students in athletics.

The purpose of this editorial is to suggest that it is not necessary to curtail the intercollegiate athletics in order to develop the plan of athletics for all and in fact it may be permitted to go further and to inquire whether more can not be accomplished by following the Illinois plan than by following the plan that has been tried by others where intercollegiate athletics have been considered an evil and where efforts have been made to minimize their value for the sake of calling attention to the values of other things.

THE MORAL DISCIPLINE OF SPORTS

The Chicago *Tribune* under date of April 14th in the following editorial suggests that "the physical director is a sound moralist." Those who decry the fact that youth is interested in games and sports may well read this editorial with profit:

"A Northwestern University student, weakened at 21 by diabetes and morbid because of illness, took his life. He had kept a record of his doings and opinions, and that revealed, as has been revealed in other tragedies or crimes of youth, that the disciplined life parents hope or think their adolescent children or their sons in young manhood lead was not reality.

"Probably youth does not change much from one generation to another. Maturity produces quietism in most cases. Life is not flaring very strong in most adults who have been through the mill of work and responsibility. Maturity when it is protected from folly may think that it is strange for youth to be discovered in it.

"Youth is about the same in its impulses one time as another, but there may be variations of discipline and of code. There have been material changes in the world in the last ten years and temporarily they may have moral equivalents or consequences. In an automobile young people now have a fifty or seventy-five mile range of territory in the evening. Liberty, speed, and youth.

"People say that responsibility is in the home, but there are limitations to what parents can do with young manhood. One limitation arises out of lack of information. It is not easy to follow all the trails of the son. Lack of information also gives confidence and it is hard to break down the plausibility of appearances. It may be still harder to apply discipline when youth resents it.

"Yet people have their own codes. When the code is good it is the best discipline they get. It imposes itself. A man's college with a code of athletics has discipline. Pre-eminence in sports is obtained by a severe life of discipline. Indulgence and success on the athletic field do not go together.

"The vitality of youth will get an out and if it finds this in hard physical competitions it hasn't much time for wild riding. The physical director is a sound moralist. The code of sports is a clean code and when boys accept it they also accept the discipline which is the most rigorous that can be imposed on youth."

The man who claims that no athlete ever does wrong is just as much an extremist as the one who sees nothing but evil in games and athletics. In the last analysis the majority of fathers today will probably feel safer knowing that their sons are ambitious to excel in athletics than believing that they are spending their leisure time in other ways. The normal healthy boy will not be satisfied with books

alone. He seeks adventure and excitement. If he feels that he has a chance to excel in athletics the chances are that he will be satisfied with the adventure and excitement of athletics, and further, he will not experiment too much with gin and late hours, because he knows that neither are good training diet.

ORGANIZED TOWN ATHLETICS

The Journal recently called attention to the fact that the schools and colleges of the United States were responsible very largely for developing physical education throughout the country. The educational institutions have built the gymnasiums and the play fields and have purchased the athletic and gymnasium equipment and provided the instructors. As a result it is not surprising to find that most of the great amateur athletes of the day owe their success to the training that they received in the schools and colleges. The reasons why so much has been accomplished by these institutions are that they were organized, they promoted amateur athletics and further the athletics which they promoted have been well administered.

In some of our towns and cities splendid work has been accomplished by the Y. M. C. A. physical departments, by Community Service Directors and by the Playground and Recreation Associations. However, in the majority of our centers both large and small little has been done in the way of organizing the community along athletic lines. The writer is of the opinion that the next quarter of a century will see the development of town athletics. Some cities have already organized city athletic committees and a few have employed athletic directors and coaches. The Journal presents in this issue an outline of the work in Milwaukee as administered by a city athletic Director. Where the experiment has been tried it has been found that athletics as a moral agency, have been of value in developing civic spirit and of uniting the citizens in a common purpose.

There is no reason why a school or college coach should not use his knowledge of athletics and his executive ability in organizing town athletics especially in the summer. Why not develop this new field? The same things that have prevailed in athletics in the schools and colleges are sound for athletics in towns and cities. For instance, in the educational institutions athletics are considered of value chiefly because of the effect which they may have upon the players and all of the friends of the institution. In other words, the schools and colleges are not primarily interested in the show business. In the second place amateur athletics in the schools and colleges have prospered while professional athletics outside of the major leagues has not been highly successful. There can be no question but that the town that goes in for amateur athletics will in the long run get a great deal more out of the games than the town that promotes professional teams. In the third place the schools and colleges have used the profits of their games to develop more athletics for more students.

In order to stimulate this phase of athletic organization the Journal will award a prize of twenty-five dollars to the man who reports the best plan of organization of town or city athletics this summer and who shows the best results. Due consideration will be given for the size of the city or town.

A Year's Course in Physical Training for High School and College

BY

ROBERT NOHR, JR.

This is the eighth of a series of articles by Mr. Nohr now appearing each month in the Journal. The lessons suggest a course of training that is suitable for either school or college students. Mr. Nohr is an instructor in the School of Physical Education in the State Normal College, LaCrosse, Wisconsin.—EDITOR'S NOTE.



As soon as the weather permits, the class work in physical education should be carried on out of doors. A program of field and track activities and mass team

games are desirable for the regular class instruction while leagues in baseball, soccer and speedball should be arranged for after school hours.

The work in field and track can be made very interesting by having that instruction culminate in a field day in the nature of a Pentathlon. The fundamentals necessary for good form and execution in each of the events should be taken up in the regular class lessons. By dividing the class into smaller groups and rotating from one event to the other with good leaders as instructors, much can be accomplished. The five events ought to give an all round training in speed, strength, and mild endurance. A good grouping would be:

100 yard dash,
Running broad jump,
Running high jump,
Shot put, and Discus.

Classes will compete as groups and individual proficiency will only benefit the group. The scoring table should be posted so that students may notice any improvement in their practice from day to day. A group interest and

team loyalty will be developed by emphasizing the fact that students who are weak in some events must practice to bring up the team average.

A study of the method of scoring will show that there are several elements which will go into the determining of the group average. The greater the value of each accomplishment from the standpoint of physical educational aims, the greater the reward in points.

The total number of students should be divided into mixed squads of ten or twelve. If the total number participating is large, equipment and officials should be provided for two or more squads working on the same event at the same time. Each squad must have a definite order of rotating events. All competition is individual and the extra points for places are determined by the first, second and third best records in each event and in the all around.

The following tables of records and points have been found to be satisfactory for students of the School of Physical Education at the State Normal, LaCrosse, Wis. For high schools the aims will be somewhat lower. A good performance should be listed as ten points and anything below five points as poor. If the qualifications are too high for the first field day, the standards should be lowered. Each school is an individual problem.

EVENTS		14.4½	2.5
100 Yard Dash		14.3	1
Time	Points	Discus Throw	
10.2	14	Distance	Points
10.3	13.5	105	14
10.4	13	102.6	13.5
10.5	12.5	100	13
10.6	12	97.6	12.5
10.7	11.5	95	12
10.8	11	92.6	11.5
10.9	10.5	90	11
11	10	87.6	10.5
11.2	9.5	85	10
11.4	9	82.6	9.5
11.6	8.5	80	9
11.8	8	77.6	8.5
12	7.5	75	8
12.2	7	72.6	7.5
12.4	6.5	70	7
12.6	6	67.6	6.5
12.8	5.5	65	6
13	5	62.6	5.5
13.1	4.5	60	5
13.2	4	57.6	4
13.3	3.5	55	3
13.4	2.5	52.6	2
13.5	2	50	1
13.6	1.5	High Jump	
13.7	1	Height	Points
Running Broad Jump		5.4	14
Distance	Points	5.3	13
20	14	5.2	12
19.9	13.5	5.1	11
19.6	13	5	10
19.3	12.5	4.11	9
19	12	4.10	8
18.9	11.5	4.9	7.5
18.6	11	4.8	7
18.3	10.5	4.7	6.5
18	10	4.6	6
17.9	9.5	4.5	5.5
17.6	9	4.4	5
17.3	8.5	4.3	4
17	8	4.2	3
16.8	7.5	4.1	2
16.4	7	4.0	1
16	6.5	Shot Put	
15.8	6	Distance	Points
15.4	5.5	34	14
15	5	33.6	13.5
14.10½	4.5	33	13
14.9	4	32.6	12.5
14.7½	3.5	32	12
14.6	3	31.6	11.5

BASEBALL AND BASKETBALL

BY

JAMES N. ASHMORE

Mr. Ashmore has had twenty years' experience as an athlete in college, in professional baseball and as a college and university coach. He has been editing a department of the Journal devoted to baseball and basketball and will conclude his series with the June number. If you have any problem connected with baseball write to Mr. Ashmore and he will gladly give you his advice.—EDITOR'S NOTE.

The Training Value of Baseball

Much has been said in recent days regarding the comparative merits of golf and baseball. There is a certain kind of training which may be gotten from each of our games. The boy who goes through school or college and has had no physical training outside of setting-up drills has missed some of the finer qualities that may be gotten out of a well-rounded course in physical education. On the other hand the boy who has played one game exclusively might be benefited by gymnastic or calisthenic exercises. Football calls for certain characteristics which are peculiar to the fall sport. In basketball, training of a different kind is stressed and baseball develops certain qualities which are peculiar to this game. Walter Camp has suggested that golf is a selfish game. Probably what he meant to say was that it was better for a boy to play in some of the team games rather than in a game that lacks some of the social characteristics that are pre-eminent in baseball and the other popular sports. It is not my purpose to say anything against golf or any other sport. Each has its place and every boy may well participate in a number of different forms of athletics with profit to himself. Baseball calls for such physical qualities as agility, speed, strength, motor control, flexibility, grace, kinesthetic sense and co-ordination, in addition to such qualities as initiativeness, aggressiveness, courage, poise

and self control. Because of the nature of baseball it provides possibly more diversified training than any other game. In baseball the ball must be handled when it is traveling faster than in any other game. This calls for quick decision and quick action on the part of the players. Take the infielder for instance—he must master the technique of handling hard hit ground balls that come directly toward him or to either side. The ball may travel close to the ground or may come by



P & A

The position of the batsman indicates that he got his weight into the blow. An example for batsmen.

bounds. He may have to run in fast on a slow hit ground ball, pick it up and make his throw all in one motion, or he may have to move back in order to play a ball hit into the air. After he gets the ball he must know what to do with it. The best ball players figure out in advance what they will do if the ball comes to them. However, the actions of the base runners may upset all preconceived plans. The infielder may in addition to following the ball and throwing it be required to take a thrown ball and touch a base runner sliding into a base. In addition to this a player must have thorough knowledge of a very complicated set of rules, must remember how many men are out, the inning and the score. His decisions vary, depending upon these factors. In football and track, conditions are more or less fixed and the players more often determine pretty well in advance how they should execute their plays. Many men who excel in other sports lack the ability in baseball to concentrate their minds on the play in question, to exercise self-control and to do the thing required under the most trying circumstances. Baseball exemplifies many of the qualities that are characteristically American. This probably very largely accounts for the popularity of our great national game.

Baseball Coaching

School and college football, basketball and track teams are on the whole better coached than are the baseball teams, the reason probably being that the coaches have not tried so hard to master the technique of baseball coaching as they have the technique of the other sports. A young coach at a coaching school recently suggested that he was not going to take the baseball course because having played the game all his

life he thought he knew all there was to know about the game. This man probably had played baseball of a sort but certain it is that he had not mastered the fundamentals of the game because baseball is so intricate that even the old professional players are continually learning something new about the game. In the majority of our coaching schools the basketball coach has the largest class, football usually comes second, and baseball third or fourth in popularity. Of course, there is another factor which might be mentioned, namely, in the spring we have both track and baseball and in some of the schools where it is not possible to conduct two major sports one or the other of these is dropped. However, the point that I wanted to stress is that the young coach will profit as much or more by making an intensive study of baseball coaching as of any other sport.

Choosing a Bat

One of the most important items of equipment in baseball is the bat. Many big league players have bats made to order according to their own ideas of what a bat should be. Some of the qualities to be considered in selecting a bat are these: First, a bat should be made of carefully selected wood by an expert bat manufacturer. The best bats are made from straight grain second growth ash. A bat made from wood with a twisted grain will usually lack what in baseball is called the "drive" and further such a bat will probably be easily broken. If the wood has checks that appear porous that probably means that it is soft. Some ball players prefer second growth ash that is of a lighter color, believing that those with the dark brown color are not so good. When a bat is finished with a highly col-

ored dressing or varnish of course it is impossible to determine the character of the wood by looking at it. The fact is that the only test of a bat after all is the use of the implement.

Most young ball players make the mistake of selecting bats that are too heavy for them. They should choose one that they can handle without too much trouble and one that seems to have the proper balance. Some men like bats with a small handle and others prefer those with a large grip.

When once a good bat is found a player should be careful to preserve it. If he thinks he can bat better with a certain implement the chances are he will get his hits more regularly by using that club than if he uses another even though the other may be just as good a bat.

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football practice in one of our large universities. He was given a uniform by the equipment man which he put on but feeling only partially dressed he topped it all off by wearing his hat out on the field. Of course, you say this was ridiculous but yet I have seen baseball players report for practice who looked just as ludicrous because the men did not know how to roll their baseball pants. The old ball players always turn their pants inside out, then pull the legs on and fasten them below the knees. The pant legs and the stockings may be rolled together or the pant leg may be rolled and the stockings fastened above the knee with an elastic band. This may seem to be a small item but it is the little things that count in baseball.

National Basketball Tournament

The Seventh Annual Inter-scholastic Basketball Tournament conducted by the University of Chicago was a success viewed from every standpoint. Forty-two teams representing thirty-five different states entered the contest. Among the teams were thirty-one state champions. Three had won tournaments that represented groups of states. Elreno, Oklahoma, had won the championship in the Central States Tournament. Greeley, Colorado, holds the 1925 championship of the Rocky Mountain States, and Saranac Lake was the winner of the Adirondack Tournament. Waukegan, Illinois, entered as champion of the Chicago Suburban District. The teams that were not winners in sectional or state tournaments were either runners up in state tournaments or other important competitions.

From the standpoint of sportsmanship the tournament was especially pleasing. Between three and four hundred boys all thoroughly imbued with the competi-

tive spirit and all anxious to win honors for their schools, towns and cities tried as hard as possible to win victories and yet not a single boy objected to a decision by word or action and so far as the writer could see there was not a single unsportsmanlike act committed on the floor of Bartlet Gymnasium throughout the five days of tournament play.

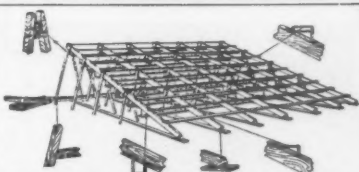
As is to be expected since the teams were trained in different sections of the country, many different systems were followed by the players and many different ideas of strategy and tactics were shown. The JOURNAL readers who were unable to attend the tournament may be interested in an analysis of the different systems of play. With that in mind I will attempt to give, first, my impressions of the predominating styles of attack and defense that seemed to prevail throughout the tournament. The majority of the teams used a four-man attack, the running guard being used to feed the ball to the center while the two forwards worked down the floor in advance of the guard. Sometimes the three forward men on a team would break differently from those on other teams, but the four-man offense was very much in evidence.

Torrington, Connecticut, and Lakeview, of Chicago, each advanced the ball by dribbling. When these teams used passes the passes were made after dribbles and usually were away from the goal rather than toward it. Clarkston, Washington, and Uniontown, Pennsylvania (two very good teams) employed an attack that is very similar to that which was used by West Port, Kansas City, Missouri, and which will be described later on in this article. Saranac Lake, New York, using short passes, exhibited a dashing type of offense. Waukegan, Illi-

nois, employed a driving attack as follows: The guard would dribble down the floor, deliver the ball to a forward on one side of the court and then dash on to receive a return pass, after which he would attempt to dribble in for a shot.

No section of the country could be said to have a distinctive type of play that was characteristic of the section. The dribble and turn-back as a set method of attack was conspicuous by its absence.

One team sent all five players down the court on the attack with the result that on the opposing team three men broke through and scored after the first shot had missed and before a defensive player could get back to prevent the attempts at goal. The most common formation on tip plays at center was the one in which the two forwards took positions opposite the center player, one on



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either side and the guards back in defensive territory. Several teams used the "Y" formation for the tip-off. In this one forward was directly in front of the center, the other directly behind the center and the two guards were abreast, but behind the second forward.

It should be noted that the teams that advanced the ball by lob passes did not survive the second round of competition since the ball was too often lost by being intercepted and the team was thus usually left in a weak defensive position as a result. When the cross court pass was intercepted two men were usually caught out of position. On the other hand, when a passer would make a longitudinal pass he was not so often caught out of position on defense.

The defense tactics employed were even more uniform than the offense tactics as shown in this tournament. The five-man zone defense was used by practically all of the teams, some of which played the zone defense and then later turned it into a man-for-man defense, but the methods were more or less standardized.

It was common to see two guards near the goal with two forwards in advance, one on either side of the guard and the center slightly in advance of the forwards, but in the middle of the court and just in the rear of the center circle. One of the teams employed a running guard as an offensive forward and thus sometimes his team was caught unprepared on defense.

The writer after having watched the best high school teams of the country in competition was convinced that too much emphasis had been placed on developing a system and not enough attention given to the individual players. The efficiency of a team depends more upon the

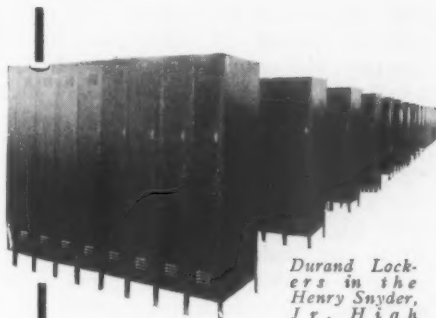
technique of the players than on the system of play. Coaches might well pay more attention to the fundamentals in developing individual players so that they will fit into the system more perfectly.

Wichita, Kansas

The Wichita team, which won first place in the tournament, was well coached, was composed of players with ability, and displayed a smooth working offense and an equally sound and effective defense.

Wichita's offense system was a revision of the now more or less obsolete style known as the long pass game. It was revised from a long pass to a short pass attack style which employed some of the old style principles referred to above. There were these differences, however, namely the guard worked down the floor before making his pass to the center. On the offensive break the forwards dashed down the floor, one on either side of the guard, and the center went down through the middle of the court and usually found a place between the foul line and the goal. When he saw that the guard who was dribbling forward was ready to pass the ball, the center met the pass and either slapped the ball or passed it to one of the forwards who then cut from the side line towards the goal. Sometimes the guard would make a pass to one of the forwards who came out to receive the pass along the side line and then dribbled toward the goal. The man with the ball frequently made use of a bluff by feinting a step-to-pass; this was done to enable him to time the break of his teammates.

The Wichita team was probably better on following in after shots than any of the other teams. The players not only followed in consistently, but they had a defi-



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nite method in executing this important phase of offense. McBurney, the center, and Churchill, a tall and clever forward, drove in one on either side of the goal while the small forward, Fullington, played for the ball between the goal and the foul line. The two big men batted the return shots or caught the ball and swung away from the goal for a shot. This follow-in work of the Wichita team was one of the outstanding features of the entire tournament.

The defensive system as used by Wichita might be described as first a five-man zone defense which later became a man-to-man defense. The men on the primary line of defense allowed one man to pass on either side and then picked up the opponents as they advanced into scoring territory. The semi-final game showed one weakness of this team and that was a matter of individual defensive tactics. For example, a Wichita guard permitted a Westport player to pivot around him for the goal that tied the score in the fourth quarter. A few seconds later the same guard permitted the execution of this same play which gave the opponents a two-point lead.

Elreno, Oklahoma

The Elreno team that won second place in the tournament was a polished basketball organization. The individual players appeared on the whole to be less mature than the players on the other teams. Nevertheless they showed that they had plenty of endurance.

Elreno's defense featured the play of this team. It was a five-man two-line type of defense in which the players broke back on defense to a position past the center of the court. The men on the primary line permitted two opponents to go through and then each man took an opponent

and played him until the ball was recovered. Elreno met Greeley, Colorado, in the third round and held that team to six points for the game. Greeley, having scored rather heavily in its previous games, was apparently disturbed by the strong defense that was put up by the Elreno boys.

Although Elreno was strong on defense, it also displayed a very effective attack. The outstanding feature of the team's offensive play was a bluff which was not used by any other teams with such good results as by Elreno. The Oklahoma boys were more accurate on long shots than the men on any other team. It was noted that each Elreno player dragged the toe of his rear foot when delivering the shot, and further, that the shots were well arched. The Elreno attack was executed in this manner. The guard dribbled forward rather deliberately while the forwards ran down into the scoring zone then hesitated near the side lines. The center took his position in front of the goal. A forward would come back toward center keeping close to the sideline to receive the ball from the guard. After the forward received the pass he dribbled toward the center of the court and then shot, passed forward or turned back and redelivered the ball to the guard. Sometimes the forwards worked too near the side line and consequently were "tied up with the ball." On follow-in shots the players would bat the ball in order to keep it in play and often a team mate would secure the batted ball and execute an easy shot.

Westport, Kansas City, Missouri

Many of the coaches picked Westport to win the tournament and this team was one of the outstanding combinations seen on the Bartlet Gymnasium floor. Wichita probably had its hardest

game with Westport in the semi-final round. This team scored more from tip plays than any other team. Further, it had a continuity in attack that was exceptionally good. The Westport players were alert and consistently employed the diagonal cut which accounts somewhat for the continuity of the team's offense. The guard would execute a snappy pass through the space between the defensive players and the three defensive men would cut diagonally and thus cross the open spaces between the defensive men. This type of cutting for a pass might, with profit, be developed by more basketball coaches.

The Westport offense included accurate passing, well timed cuts, clever handling of the ball and a consistency on the follow-in after shots. This team's offense was similar to that of Wichita and Elreno, the important difference

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being that the forwards cut after they reached the scoring zone. The man who jumped from center played as backguard on defense and the players made the necessary change of positions without getting caught open on defense at any time. This indicates that the men had been thoroughly coached.

Defensively the team lacked the finish that it displayed on offense. The individual players too often allowed the opponents to get past them. Westport at times seemed to be lacking in aggressiveness.

Wheeler, Mississippi

The tournament fans called Wheeler the team with fight, but without a system. It is true that the Wheeler players did display remarkable spirit every time they appeared for a game and the team possessed much more ability than the average fan appreciated even though its offensive system did not stand out so clearly as did the systems of the other three teams in the semi-finals.

The Wheeler attack was based on short passes made while the four offensive players were rushing down the floor abreast. The running guard played as a forward on offense. The men were alert and constantly followed the ball. Each man was cautious and consequently few passes were intercepted, and because of this the team scored many points. This team had two players who were very good shots. One was particularly good either on long or close-in chances. The men followed in after shots very well and often tied the guard up for jumped balls after the rebound, and since they were especially good at following the ball, they often secured it when the ball was tossed up. A less aggressive team would have been more often placed on the defense on these occasions. This team used the five-man zone defense, which was

effective quite largely because of the aggressive tactics of the individual players. The Wheeler boys time after time, much to the surprise of their opponents, would get held balls.

Early in the Elreno-Wheeler semi-finals the fundamental weakness of the zone defense was demonstrated. Elreno scored by sending a player straight through the center to the goal. The two guards were covering the forwards on the sides and thus the goal was unguarded.

Questions and Answers

Question: Please give the set-up for the infield when a sacrifice is attempted.


Answer: Use the combination play for an infield.

Situation: A, The team at bat has a runner on first base with no one out. The first baseman should go towards home for a bunt. The second baseman is responsible for covering first base. The short stop should cover second base. The third baseman, the pitcher and the first baseman play for the bunt. If the first baseman sees that the pitcher or third baseman will handle the bunted ball he may return to first to receive the throw. But the second baseman must be ready to cover first base always on sacrifices. Often the first baseman will not be able to determine immediately that the pitcher can handle the ball. After he makes sure of that point it may be too late for him to cover his base. His first duty is to field the bunt and he should only return to his base when he has ample time to do so. The second baseman must remember that he is always responsible for covering first base but be ready to give way when the first baseman returns to take the throw. The catcher should field a short bunt.

He should call the play when an opportunity comes to retire the runner going to second base.

Situation: B, The team at bat has a base runner on second base with no one out. The first baseman plays bunts on his side of the diamond. The pitcher plays bunts on the third base side of the diamond. The third baseman covers third base. He would of course play bunts that were hit too deep for the pitcher to handle. The short stop should cover second base. He should also assist in holding the runner on second close to the base. The pitcher may give the runner on second a poor lead by bluffing him back towards the base and then delivering the ball before he is able to regain a full lead. The second baseman should cover first base. If the base runner advancing to third base can be retired that is the most advantageous play to make. If he cannot be

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caught make an out at first base, and give the opponents credit for working the play.

Situation: C, The team at bat has a runner on first base. Each time the pitcher throws to first base to catch or hold up the base runner the short stop should move towards second base just as the pitcher throws. When a runner is caught off by the pitcher he may break for second base. The short stop should be on second base to act as a target for the first baseman's throw. If the short stop stands fast until the base runner makes his break the first baseman must calculate his throw or wait before throwing the ball. The calculated throw may result in a put out, the delayed throw will very likely arrive too late to effect a put out.

Situation: D, With a left handed batsman up who is a fast man, the short stop should move in to a position on a line between second and third base. If stationed in that position the short stop will be able to retire the runner on a slow ball hit towards him. If stationed in his usual position he will seldom be able to throw the runner out at first base.

Question: Will you kindly suggest what can be done to improve the average high school player's batting?

Answer: Divide your players into squads small enough to insure that each player will get plenty of batting practice. It is well to have the varsity squad practice at the home plate. Further, men who have good control should be selected to pitch to the batters. Sometimes an infielder who has good control can be used advantageously by having him pitch in batting practice. Further, it is well to have a catcher behind the bat both because this will save time and because he

furnishes the target for the pitcher. The coach should watch each man when he is at the bat, study his faults and then give him suggestions as to how he may improve his form.

One of the prime requisites for a good hitter is that he should control himself in such a manner as to maintain a good balance when he swings his bat at the ball. He should play the ball, but never allow the ball to play him. Many players fight inside balls because they swing as though the ball were over the center of the plate. A right handed batter should hit an inside corner ball in front of him with the intention of pulling it to the left field. The coach should insist that the players should only strike at good balls.

On curved balls the player should be careful not to step away or drop his hips because if he does he will merely double the effect of the curve. A batter should follow the curve and not pull away from it. The coach should tell the player when a curved ball is to be pitched so that the batter may concentrate his attention on the curve and should learn to step in to the ball. It is of prime importance that the batter should learn to follow the ball with his eye from the time it leaves the pitcher's hand until it is hit or it is in the catcher's mitt.

Some of the best hitters have a natural timing instinct, but many players do not time the ball. A right handed batter may improve his ability to time the ball by trying to hit to the right field and a left handed batter by attempting to hit to the left field. When a batter tries to hit to the field towards which it is not natural for him to drive the ball he should not hit the ball quite so soon as he would if he were hitting it to his own territory. To

master this technique requires a great deal of time and judgment. It may be that school and college players are mechanical because they have been given too many details to think about in batting. Schools that formerly taught the alphabet first and reading later on now teach the pupils to read without first learning the alphabet. It is maintained that children will learn to read better by the new method than by the old one. Baseball coaches might well adopt the same principle in teaching batting. Namely, they can explain the important points necessary in batting form and then give the men plenty of practice. For instance, if a player had in mind that he should maintain a good balance, should watch the ball and hit it, possibly he would become a more natural hitter than if he were bothered with too much technique.

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"Sports for All"—Milwaukee

BY

H. S. MORGAN

Director of City Athletics—Milwaukee

Mr. Morgan was formerly interested in various types of recreational work acting as basketball coach and gym instructor at Concordia College and directing welfare work at one of the city's largest steel concerns.—EDITOR'S NOTE.



Amateur sports are making rapid strides throughout the country. A few years ago practically the entire athletic program of a community was furnished by the various schools in that particular vicinity. Today municipalities are conducting city-wide athletics for all of their people.

In Milwaukee the municipally controlled amateur athletic program is a part of the recreational system of the Extension Department of the Board of School Directors. It is the aim of those in charge of the city's athletic program to interest everyone, young and old, in some phase of athletic activity. With this in mind, sports were added one by one until at this time sixteen distinct sports appear on the calendar. Each year new sports are added as the demand increases. This varied program accommodates people of all ages and in all walks of life.

There is no question in the minds of those who are closely connected with recreational work that recreation is education and that participation in athletics is a mighty factor in the formation of character. In building up the bodies and minds of our people and instilling in them the principles of good sportsmanship the athletic directors are laying the foundation of good citizenship.

Milwaukee's municipal athletic

program functions in the following manner. Each sport has its own classification and rules. When dealing with large numbers of different ages and development, naturally the biggest problem is the matter of a just classification. After a careful study the department found the following classification worked out the best and to the satisfaction of all:

Basketball—combination of age and height.

Football—weight only.

All other sports—age.

Verification of ages: Every contestant, before being allowed to compete in any age classification division, must produce official evidence as to his age before he is eligible. Birth certificates, baptismal records, and notary public affidavits are accepted. After a participant has presented official evidence of his age he need not file it again even though he enters another sport. The first presentation of such evidence is filed as permanent record.

The rules and regulations for the various associations such as football, basketball, etc., are made at the meeting of managers. Because of the fact that the athletic program is financed by the city through the School Board Extension Department the basic policies of the various associations are more or less determined by the Department.

No entry fees are required to enter any of the leagues or athletic meets except baseball and football where a very small franchise fee is required to help de-

fray the expenses of the umpires, scoremarkers, and referees as the case may be.

A few years ago forfeits were prevalent, especially toward the end of the season. This was due to the fact that a team had nothing to lose except the game which meant little to a team that was hugging the "cellar position." There is no question but that forfeits are discouraging to all. The team that appears is disappointed as well as the spectators. The playfield is left idle and the referee's salary is a total loss.

Three years ago the forfeit deposit fee was inaugurated and since its inception very few forfeits have occurred. The old saying "money talks" holds good today in our leagues. Here is the plan. When a team enters the league it is required to pay a forfeit deposit fee of \$3.00 to \$5.00 depending upon the league. If

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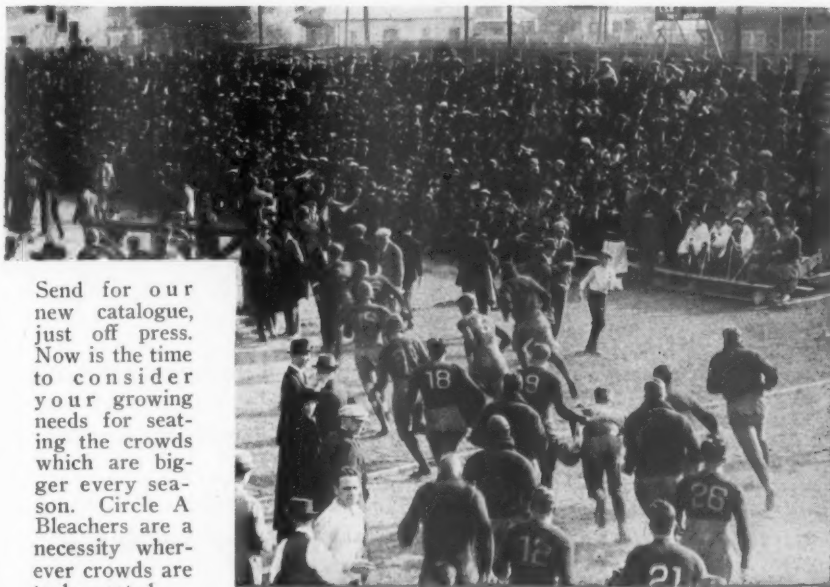
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the team goes through the entire season without forfeiting a game its entire fee is returned. On the other hand, as soon as a team forfeits a game it loses its fee and is dropped from the league unless another forfeit fee is deposited within twenty-four hours. Provision is made for leniency in this rule when a team shows up with practically its full lineup but not a full team to start. In such cases only part of the fee is lost. The forfeit deposit plan has kept the leagues at a high pitch throughout the season and is somewhat of a guarantee to the spectators.

No admission is charged at any of the athletic contests or games.

Trophies for practically all of the sports are awarded by the Extension Department.

Instead of discouraging protests we welcome them. We believe that it is through the means of protests that the crookedness of teams is discovered. It has been our experience that by far the greater majority of teams and athletes are on the square but to educate the "thief" you must first catch him.

Each sport has its own protest board made up of prominent business men with athletic experience.

The ethics of sports is being preached more and more every day. Athletes and even spectators are being told more today than ever before that it is sportsmanship rather than winning that is the biggest thing in athletics.

It is a debatable question whether a team should be told in writing how good it is or how bad it is.

In all of our league sports, sportsmanship records are kept. An umpire or referee, as the case may be, assigned to handle a game is given a sportsmanship report card on which he is to grade the teams of the game he handles. He judges the team on

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its conduct prior to the game, during the game, and after the game, on a basis of 0 to 10, ten being perfect conduct. The records are kept confidentially on file and compiled and published at the close of the season.

Here are some of the results of keeping sportsmanship records: less "crabbing" at the officials, a more courteous attitude to opponents and a better feeling of responsibility to the organization represented, all of which make for better athletics.

In the last few years besides sponsoring and conducting general city-wide leagues and meets, the department has also conducted leagues and meets for organizations such as the De Molay, Catholic Parish Athletic Association, Federated Church Athletic Association, Lutheran Church Athletic Association, and the Newsboys' Republic, some of these organizations sponsoring an all year round athletic program. The different affiliated organiza-

tions have their own officers, make their own rules, take care of their own protests and make their own awards. The Department takes charge of the enforcement of their rules, provides facilities, issues schedules and league standings, and handles the publicity.

The state law under which the School Board conducts its Recreation Department makes provision that the Board may co-operate with other municipal boards or commissions having jurisdiction over buildings or grounds usable for leisure time activities, the School Board furnishing the instruction and supervision.

On the strength of this provision games of the various leagues are played and athletic meets are held in the city parks and indoor swimming meets are conducted in the natatoriums of the Board of Public Works, the School Board doing the organization work and furnishing the

STATISTICAL REPORT

of the

MILWAUKEE AMATEUR ATHLETIC ASSOCIATION OF 1924

Sport	No. of Teams	No. of Entrants	No. of Games	
			Played or No. of Meets	Attendance
Aquatics (Swimming & Canoeing)				
Indoor	18	550	4	1,375
Outdoor	21	301	4	7,800
Baseball (Outdoor)	279	4,723	855	658,572
Baseball (Indoor)	28	383	101	12,439
Basketball (Men's League).....	88	756	429	39,778
Basketball (All City Tournament).....	40	308	32	9,405
Basketball (X-Y Tournament).....	12	96	11	850
Basketball (Girls' League).....	10	91	38	2,360
Cycling (conducted in conjunction with the Track Meets).....	..	55
Football	40	879	113	228,100
Hockey	4	35	5	1,000
Ice Skating	12	1,963	8	56,350
Soccer	20	319	57	22,600
Tennis	107	91	400
Track and Field				
Outdoor, All City Meets.....	14	910	3	15,000
Outdoor, Dual Meets.....	7	495	6	1,152
Indoor Meet	16	144	1	500
Newsboys' Outdoor Meet.....	29	226	1	400
Volley Ball	19	139	16	3,608
Totals	657	12,480	1,775	1,061,689

officials. Much of the success of municipal athletics in Milwaukee is due to the splendid service rendered by the Milwaukee Board of Park Commissioners in furnishing play fields and police patrol of the same.

A glance at our statistical report of the year 1924 may give some idea as to the different sports conducted and the degree of their popularity.

While Milwaukee has much upon which to look with pride it is still far from its goal. There is still a stupendous job ahead. Some sports are still unorganized. Thousands of citizens must still be awakened to fulfill the Department's slogan "SPORTS FOR ALL."

Question: When will the N. C. A. A. Track and Field Rules Book be ready for distribution?

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CHATS WITH COACHES

The following editorial taken from the Morgantown, West Virginia "New Dominion" presents a sane view of college athletics written in the light of attacks which have been made recently against the athletic system:

"Elsewhere on this page is printed the annual consignment of college athletics to hell's fire and damnation. This time it is Professor E. G. Mahin of Purdue University who calls down the wrath of the collegiate almighties on intercollegiate sports after exposing its numerous sins. We must hand it to the professor that this year's Philippic is one of the best recently released. It is one of the most classical "skinnings" the writer has ever read and there have been a number of them penned and uttered on the subject of the evils of intercollegiate sport.

"The professor generalizes his entire viewpoint by resort to the old adage: 'If you give a dog enough rope, he will contrive to hang himself.' He believes college sport, by its dereliction, is about to hang itself and higher education, too. From some of the arguments and viewpoints expressed, we are of the opinion that the professor, with all his brilliance, isn't smart enough to know that that adage applies to any dog, whether he be an athlete or a college professor. We cannot help feeling the professor has wound himself rather tightly in the meshes at many points. At any rate he sure has taken a lot of rope.

"There is a lot of truth in what the Purdue faculty member has said. Commercialism, in all its aspects, is an existing and very dangerous menace to college sports. That sports have, in many instances, been overemphasized and thus have succeeded

in overshadowing the more fundamental purposes of collegiate life, even the most ardent enthusiasts of intercollegiate competition are willing to admit. The evils he enumerates are all present, all serious in their possibilities. They need to be given careful attention and it is, perhaps, just as well, that there are educators like Professor Mahin who are willing to unwind a mile or two of rope and take a chance on hanging themselves for the sake of bettering conditions.

"But the professor spills the beans of his stewpot when he decides that "the only practical solution for this momentous problem of higher education is to be found in the absolute divorcement of the colleges from this enterprise of intercollegiate athletics. After citing all the evils that have grown up in our 'commercialized' system of intercollegiate competition, the above is the only solution he has to offer—the sum total of constructive argument. And likewise, that mere statement is all he has to say about it. A whole speech is used up citing the evils and facts to sustain his viewpoints on them. He makes a good case against us in his destructive attack. He overlooks nothing. Then he forthwith announces the solution and we are to accept his word for this. He doesn't seem to give anyone credit for knowing, before this time, that if college athletics were abolished, of course there could be no evils connected therewith. If he were a political reformer, he would doubtless say, when government gets bad, abolish the government and let it go at that.

The chief trouble with the Purdue professor is that he is unwilling to admit there are any virtues in intercollegiate sports.

If he does believe there are, the press accounts of his speech fail to reveal it. In other words, he is anti and extreme with it. This being the case, it seems rather fruitless to launch into any extended debate with him. Right next to the story of his speech on this page is another one by Lawrence Perry which tells that the alumni committee of the Big Ten conference is up in arms about this very commercialism which Professor Mahin deplores. These alumni are serious about it all. They see the same tendencies at many places that Professor Mahin does. But they are trying to remedy them. They believe they can be remedied without tearing away one of the most leavening influences of college life—intercollegiate sports—conducted as they should be, on an amateur basis, with the ideal of sports for sports' sake and, above all, in their proper place in the big program of education.

What is this cloud of commercialism with the pseudo professionalism and professional standards alleged. As we see it, it is nothing more than the very natural by-product of education as

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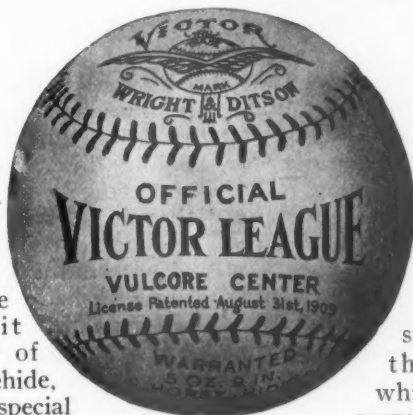
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it has evolved today in this country. Two generations ago, a college degree was hardly more than the equivalent of the present day high school education. Collegiate opportunities were very restricted, not only in the number of institutions, but for the great majority of American boys and girls. Those were the days of classical education. Very little of the practical was offered. Schools were for the most part privately endowed and managed and attended accordingly.

Then America launched on a program of higher education for the masses. Big and little institutions supported by public taxes were founded. The doors were opened and the great American youth invited inside to prepare itself, either for a cultural or practical life as it saw fit. Right then and there college education began to stand for the all-around man. The academic star began to fade except on the horizon of the academicians. He was hopelessly outnumbered by the average boys and girls. And colleges and their curriculums began to widen to meet these practical needs thereby called for.

In America, the instinct for play, for competitive play is notorious. And when the education for the masses arrived, all the mass tendencies arrived too. The average boys and girls wanted athletics. More than that they wanted competitive athletics and intercollegiate competition. As the grads began to be turned out by the hundreds and thousands instead of by the mere handful, they carried these same normal American impulses out among the alumni. The farmer from Podunk who never saw a college, not even a cow college, got interested when his son became the star halfback on the football team or the leading pitcher on the cam-

pus. All the folks back home got interested, helped along by wide publicity in turn developed by the ever increasing public interest. And so the ball has kept rolling until we are at the age of stadiums, nation-wide publicity and stardom for athletes, high salaried coaches (merely because good ones are hard to find) and all the rest of the "deplorable" tendencies.

Is professor Mahin going to abolish all this with a wave of the hand? Not much he isn't. He reminds us of Percy Marks, who wrote "The Plastic Age" and made a million dollars, more or less. Percy, too, deploras this falling off of the cultural in our colleges. But both of these gentlemen ignore one basic fact. And that is that the public is paying the bills for education. And when the public pays such bills as it is now meeting for college education and all that goes with it including intercollegiate athletics, it is going to have the say. As long as the public foots the bills, it is going to have public education and as long as we have public education, we are going to have those things the great public likes and enjoys until somebody convinces the public that it should pay all the costs and not get anything in the way of entertainment or recreation in the kick-back. Why all the intellectuals can't see this is hard to understand. All this talk about education for those temperamentally and intellectually fit for it sounds fine and in theory is absolutely sound. But actually, it doesn't fit the age old axiom that those who foot the bills have a right to say something about how the money shall be spent. When the masses pay, the masses are going to have the benefits.

All this may seem a little beside the question of intercollegiate

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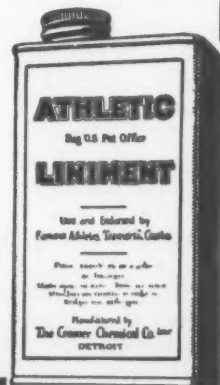
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athletics and the great wave of commercialism and gigantic sums of money. But it is really at the bottom of it. Colleges are not responsible for it. Neither are alumni. It is pure and simple a by-product of education for all. So if Professor Mahin wants to abolish intercollegiate athletics, he'll have to reform the whole system.

Of course the American public is willing to allow constituted authorities to regulate these athletic programs. The public knows that these evils Professor Mahin cites are existent and is depending upon the collegiate authorities to erect the proper safeguards. But the public also believes there is no need to abolish intercollegiate competition to get rid of them. Big sums of money are not in themselves an evil. Because the receipts from one football game are \$100,000 is no sign football is wrong and has no place in collegiate life. If all the football receipts at Purdue were to go into the department of chemistry of which the professor is a teacher, he would probably shout "All Hail" to the grid game. How the big money is used is everything.

As for the drinking and debauching at the homecoming, the professor merely fails to gauge the proportions involved. There is a lot of drinking. That's why some alumni come back. But that again doesn't indict intercollegiate sport. Ten drunks at a football game will be seen by everybody. Five thousand sober persons are overlooked. Likewise he cites a few football casualties which is old indictment of the game. Without knowing, we'd be willing to wager at least a soft drink that the mortality rate is higher among practical chemists, the profession for which his courses primarily exist, than

among football players. How many take part in football don't count with the professor. How many benefited doesn't matter.

The professor can get a lot of folks with him in his efforts to get intercollegiate sports into the proper place and keep them there. He can't go too strong in his efforts to clean up for those who really have school interests at heart. But when he talks about doing away with the whole program, he creates the just suspicion of prejudice rather than sound reasoning. American boys and girls are going to play and they are going to compete, not only among themselves within an institution but as representatives of it. There needs be plenty of restrictions placed around them. Most all of the present trouble has come from the failure of those in charge to see the need of this until athletics reached such gigantic proportions. All that is the matter is that up until recently, these potential evils of intercollegiate athletics didn't get the attention their momentum deserved. Now that they are getting it is a healthy sign for the future."

Question: A forward pass fumbled by a defensive man is recovered before it hits the ground by an offensive end who had run out of bounds. Is this an incompleated pass?

Answer: The consensus of opinion is that the play should be allowed.

Question: What is meant by the term "a balk motion" in pitching?

Answer: Baseball players use the term "a balk motion" in referring to a deceptive movement by the pitcher which he employs to prevent a base runner from securing too much of a lead off the base.

Why Athletics?

(Continued from page 13)

travagantly as many would lead us to believe. President Coolidge's idea of thrift might well be extended beyond governmental bureaus, however, so as to include school trustees, college regents and heads of all college departments. In the third place, it is not clear how many more athletes could be given the benefits of intercollegiate competition under the present standards which prevail. The majority of our best regulated universities have thought it advisable not to permit freshman intercollegiate competition. In many of our conferences the faculties have restricted the number of men that may be carried on trips and as soon as a university like Notre Dame seems to have been successful in getting several hundred men out for football a hue and cry is raised that the college is football mad. If any college makes large sums of money on intercollegiate football and squanders the profits on the varsity team that fact should be made known and the college condemned.

Sizing Up the Batter

(Continued from page 9)

pleasure out of the game, in addition to being almost a certain winner, by sizing-up the batter and pitching to his weaknesses. The game then becomes a mental contest as well as a physical one, and by that token grows in interest.

I could not venture a guess as to how large a percentage of young pitchers are capable of carrying out these suggestions, but I know it is very small. I know, too, however, that every pitcher who fails to size-up his opponent before pitching to him is losing a lot of fun as well as decreasing his efficiency by about seventy-five percent.



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for April 1, 1925.

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Before me, a Notary Public in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the Owner and Publisher of the Athletic Journal and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 443, Postal Laws and Regulations; printed on the reverse of this form, to-wit:

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JOHN L. GRIFFITH.

Sworn to and subscribed before me this 24th day of March, 1925.

(Seal) Joseph J. Schneider.

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My commission expires December 16, 1928.

A Few Points on Catching

(Continued from page 10)

must coach his pitcher, upon fielding the ball, where to throw it, as the pitcher always has the point of play at his back and is unable to tell where the play should be made. He must tell his pitcher to cover the different bases, back up plays, and when to enter or stay out of plays. As the catcher gives the signal for each ball that is pitched it is of prime importance that he study the weaknesses of the opponents at bat and see that nothing is left undone in plugging away at those weaknesses all the time. It is for these reasons that there is much truth in the old saying: "A catcher should be the greatest defensive player on his team."

To anticipate and break up a play by the opponents is the work of a catcher and there is nothing that gives him greater satisfaction than to accomplish this. There is nothing in baseball that just happens, but there is a direct reason for all that occurs. It is the catcher's business to cause the right play to be made. He should control the defensive tactics. A very good rule to follow is: STOP, LOOK, THINK, BEFORE YOU ACT. Perhaps I can make this plainer. Upon taking the position to give the signal to the pitcher, the catcher should look to see that each man is playing properly, should anticipate what to do if he must handle the ball, what he will do if the pitcher handles it, and he should be sure to give the signal for the proper pitch. When he is satisfied that all is well he should go into action.

With careful study, a catcher will be able to tell in many cases just what the baserunner is about to attempt. Perhaps every time that a runner on first base is going to attempt to steal, he will by

some move unconsciously tip off his intention. He may look at the base ahead of him, pull his cap tighter or hitch up his trousers. At any rate, he will do something that will indicate he is going to make a steal. It is the catcher's duty to observe these things and he should at once form a defense in an effort to break up the play. This may seem hard to the youngster, but with thought and practice, he will soon be able to turn this information to his advantage.

The care a player takes of himself is of great importance, and I am certain that any man who has played baseball professionally will tell the youngster to be careful of his habits. Clean living and clean thinking are as essential as any other thing in baseball. Therefore, I want to impress this most forcibly. It would be the utmost folly for a man to

work hard and accumulate money to build a fine home and as soon as it was completed put a fire-brand under it, but that is what happens in many cases in baseball; a young man will work up to a high place and have a bright future and then by dissipation, he will tear his whole physique to pieces, end his baseball career and render himself unfit for the game of life.

Question: A captain takes time out for a conference when it is evident that no man has been injured. It is the fifth time out and the coach sends in a substitute. The rules state that the man for whom time was taken out shall be removed from the game. In this case should the team be penalized for taking time out five times?

Answer: The referee should have inquired for whom time was taken out.



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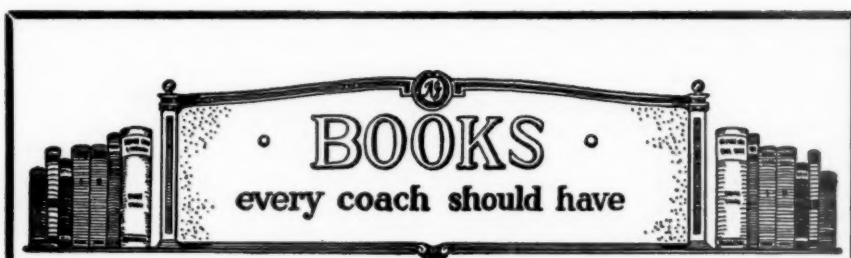
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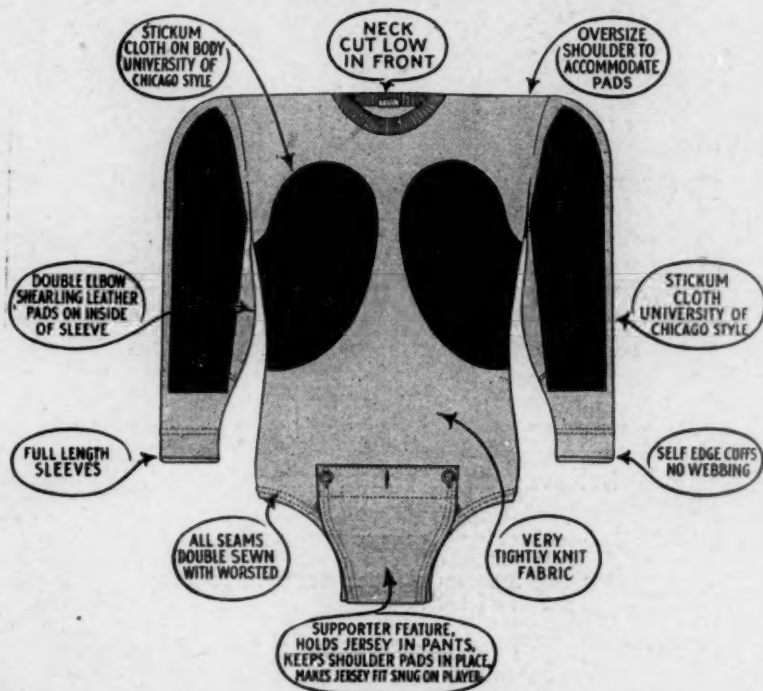
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